

Connecting the Iowa Preschool Early Learning Standards with Head Start Child Outcomes Framework and Curriculum-based Assessments

A Companion Document to the Iowa Early Learning Standards

Developed by the Iowa Head Start State Collaboration Office, Iowa Department of Education
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Introduction

Making use Iowa's Early Learning Standards (IELS) is essential if these standards are to be of any value at all. But making effective and appropriate use of them is equally important to ensure they help early care and education providers make good decisions about curriculum and assessment and to encourage the thoughtful applications of these standards consistent with our best knowledge in how children grow and learn. The goal is to have the standards, curriculum and assessment align. At the same time, we remain sensitive to how children grow and develop in unique ways. Developmentally appropriate practices must be our guide in designing any educational service for young children.

When we implement standards, they should be guidelines for how we design our curriculum and classroom activities. *They are not the activities nor the curriculum itself.* This document helps us make the connection between our learning goals and what we actually do with children in the classroom.

This document helps educators begin that consideration by linking the Iowa Preschool Early Learning Standards with the "Head Start Child Outcomes Framework." It only addresses the preschool standards which are the last six (Standards 7-12). The Head Start framework has been a common reference point for many early care and education providers since their release in 2000. Indeed, it was a key reference document when the Iowa Early Learning Standards were developed. Their close alignment is obvious when you look at the tables below. Head Start published in September, 2003, *The Head Start Leaders Guide To Positive Child Outcomes*, that provides a comprehensive set of effective teaching strategies to foster children's progress toward a broad range of key early learning and development goals as articulated in the "Head Start Child Outcomes Framework." (This document is available at <http://www.headstartinfo.org/pdf/HSOutcomesguideFINAL4c.pdf>.) The connections established in the document between the Framework and the Iowa Preschool Early Learning Standards will also help Head Start grantees show how their activities align with the Iowa voluntary standards as they seek to design child outcomes along the lines of the Framework.

This document also links the Iowa Preschool Early Learning Standards to the curriculum-based assessment frameworks of three popular early childhood curriculum/assessment systems: High/Scope, Creative Curriculum and the Work Sampling System. These systems include a set of organized learning objectives, activities that relate to these objectives and an accompanying child assessment tool. Using the linkages in this document, teachers and program administrators can design

their learning with all these elements in mind and with a clear view on how their efforts relate to the Iowa Early Learning Standards. They can determine if their current chosen curriculum covers all the IELS areas and standards. They can use it as a guide for making a list of what they want children to learn, the activities they plan to do that support awareness and exploration by children of the content in the standards and a method to determine if children are learning what their curriculum system is supposed to be teaching.

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Area 7: Physical Well-Being and Motor Development

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework ¹	Curriculum-based Assessments		
		High/Scope® Child Observation Category ²	The Creative Curriculum® Developmental Continuum for Ages 3 to 5 ³	Work Sampling System® Curriculum Areas ⁴
7.1 Healthy and Safe Living Children understand healthy and safe living practices.	DOMAIN: Physical Health and Development DOMAIN ELEMENT: Health Status and Practices <ul style="list-style-type: none"> Progresses in physical growth, strength, stamina, and flexibility. Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting. Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities. 	I. Initiative D. Taking care of personal needs	SOCIAL/EMOTIONAL DEVELOPMENT: Responsibility for Self and Others 6. Takes responsibility for own well-being	PHYSICAL DEVELOPMENT AND HEALTH: Personal health and safety <ul style="list-style-type: none"> Performs some self-care tasks independently Follows basic health and safety rules.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
<p>7.2 Play and Senses Children engage in play to learn.</p>	<p>DOMAIN: Science DOMAIN ELEMENT: Scientific Knowledge</p> <ul style="list-style-type: none"> Expands knowledge of and respect for their bodies and the environment. <p>DOMAIN: Approaches to Learning DOMAIN ELEMENTS: Initiative and Curiosity</p> <ul style="list-style-type: none"> Chooses to participate in an increasing variety of tasks and activities. <p>Engagement and Persistence</p> <ul style="list-style-type: none"> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences. <p>DOMAIN: Physical Health and Development DOMAIN ELEMENT: Gross Motor Skills</p> <ul style="list-style-type: none"> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. 		<p>PHYSICAL DEVELOPMENT Gross Motor 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) 15. Shows balance while moving 16. Climbs up and down 17. Pedals and steers a tricycle (or other wheeled vehicle) 18. Demonstrates throwing, kicking, and catching skills</p> <p>COGNITIVE DEVELOPMENT Learning and Problem Solving 22. Observes objects and events with curiosity 23. Approaches problems flexibly 24. Shows persistence in approaching tasks</p>	

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
<p>7.3 Large Motor Development</p> <p>Children develop large motor skills</p>	<p>DOMAIN: Physical Health and Development</p> <p>DOMAIN ELEMENT: Health Status and Practices</p> <ul style="list-style-type: none"> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness. <p>DOMAIN ELEMENT: Gross Motor Skills</p> <ul style="list-style-type: none"> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing. 	<p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>M. Moving with objects</p>	<p>PHYSICAL DEVELOPMENT Gross Motor</p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <p>15. Shows balance while moving</p> <p>16. Climbs up and down</p> <p>17. Pedals and steers a tricycle (or other wheeled vehicle)</p> <p>18. Demonstrates throwing, kicking, and catching skills</p> <p>COGNITIVE DEVELOPMENT: Logical Thinking</p> <p>32. Shows awareness of position in space</p>	<p>PHYSICAL DEVELOPMENT AND HEALTH: Gross Motor Development</p> <ul style="list-style-type: none"> Moves with some balance and control. Coordinates movements to perform simple tasks.
<p>7.4 Fine Motor Development</p> <p>Children develop fine motor skills.</p>	<p>DOMAIN: Physical Health and Development</p> <p>DOMAIN ELEMENT: Fine Motor Skills</p> <ul style="list-style-type: none"> Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer. Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. Progresses in abilities to use writing, drawing, and art tools including pencils, markers, chalk, paintbrushes, and various types of technology. 	<p>IV. Movement and Music</p> <p>L. Moving in various ways</p> <p>M. Moving with objects</p>	<p>PHYSICAL DEVELOPMENT Fine Motor</p> <p>19. Controls small muscles in hands</p> <p>20. Coordinates eye-hand movement</p> <p>21. Uses tools for writing and drawing</p> <p>LANGUAGE DEVELOPMENT Reading and Writing</p> <p>50. Writes letters and words</p>	<p>PHYSICAL DEVELOPMENT AND HEALTH: Fine Motor Development</p> <ul style="list-style-type: none"> Uses strength and control to perform simple tasks. Uses eye-hand coordination to perform tasks Shows beginning control of writing, drawing and art tools.

Area 8: Approaches toward Learning

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	Curriculum-based Assessments		
		High/Scope® Child Observation Category	The Creative Curriculum® Developmental Continuum for Ages 3 to 5	Work Sampling System® Curriculum Areas
8.1 Curiosity and Initiative Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.	DOMAIN: Approaches to Learning DOMAIN ELEMENT: Initiative and Curiosity <ul style="list-style-type: none"> Chooses to participate in an increasing variety of tasks and activities. Develops increased ability to make independent choices. Approaches tasks and activities with increased flexibility, imagination, and inventiveness. Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. 	I. Initiative A. Making choices and plans C. Initiating play D. Taking care of personal needs	SOCIAL/EMOTIONAL DEVELOPMENT: Responsibility for Self and Others 8. Follows classroom routines 9. Follows classroom rules COGNITIVE DEVELOPMENT Learning and Problem Solving 22. Observes objects and events with curiosity 25. Explores cause and effect 26. Applies knowledge or experience to a new context	PERSONAL AND SOCIAL DEVELOPMENT: Approaches to Learning <ul style="list-style-type: none"> Shows eagerness and curiosity as a learner.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
<p>8.2 Engagement and Persistence</p> <p>Children purposefully choose and persist in experiences and activities.</p>	<p>DOMAIN: Approaches to Learning</p> <p>DOMAIN ELEMENT: Engagement and Persistence</p> <ul style="list-style-type: none"> • Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences. • Demonstrates increasing ability to set goals and develop and follow through on plans. • Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. 		<p>COGNITIVE DEVELOPMENT Learning and Problem Solving 24. Shows persistence in approaching tasks</p> <p>COGNITIVE DEVELOPMENT: Representation and Symbolic Thinking 37. Makes and interprets representations</p> <p>LANGUAGE DEVELOPMENT Listening and Speaking 41. Answers questions 42. Asks questions</p>	<p>PERSONAL AND SOCIAL DEVELOPMENT: Approaches to Learning</p> <ul style="list-style-type: none"> • Attends briefly, and seeks help when encountering a problem. • Approaches play with purpose and inventiveness.
<p>8.3 Problem Solving</p> <p>Children demonstrate strategies for reasoning and problem solving.</p>	<p>DOMAIN: Approaches to Learning</p> <p>DOMAIN ELEMENT: Reasoning and Problem Solving</p> <ul style="list-style-type: none"> • Develops increasing ability to find more than one solution to a question, task, or problem. • Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults. • Develops increasing abilities to classify, compare and contrast objects, events, and experiences. 	<p>I. Initiative</p> <p>B. Solving problems with materials</p>	<p>COGNITIVE DEVELOPMENT Learning and Problem Solving 23. Approaches problems flexibly 26. Applies knowledge or experience to a new context</p> <p>COGNITIVE DEVELOPMENT: Logical Thinking 27. Classifies objects 28. Compares/measures 29. Arranges objects in a series 30. Recognizes patterns and can repeat them</p>	<p>MATHEMATICAL THINKING: Mathematical Processes</p> <ul style="list-style-type: none"> • Begins to use simple strategies to solve mathematical problems. <p>SOCIAL STUDIES: Human interdependence</p> <ul style="list-style-type: none"> • Begins to be aware of technology and how it affects their lives. <p>PERSONAL AND SOCIAL DEVELOPMENT: Social problem-solving</p> <ul style="list-style-type: none"> • Seeks adult help when needed to resolve conflicts.

Area 9: Social and Emotional Development

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	Curriculum-based Assessments		
		High/Scope® Child Observation Category	The Creative Curriculum® Developmental Continuum for Ages 3 to 5	Work Sampling System® Curriculum Areas
9.1 Self Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	DOMAIN: Social and Emotional Development DOMAIN ELEMENT: Self Concept <ul style="list-style-type: none"> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. Develops growing capacity for independence in a range of activities, routines, and tasks. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. 	II. Social Relations H. Understanding and expressing feelings	SOCIAL/EMOTIONAL DEVELOPMENT: Sense of Self 1. Shows ability to adjust to new situations 4. Stands up for rights SOCIAL/EMOTIONAL DEVELOPMENT: Responsibility for Self and Others 5. Demonstrates self-direction and independence 6. Takes responsibility for own well-being LANGUAGE DEVELOPMENT Listening and Speaking 39. Expresses self using words and expanded sentences	PERSONAL AND SOCIAL DEVELOPMENT: Self-Concept <ul style="list-style-type: none"> Demonstrates self-confidence. Shows some self-direction.
9.2 Self-Regulation Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.	DOMAIN: Social and Emotional Development DOMAIN ELEMENT: Self Control <ul style="list-style-type: none"> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property. Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. 	II. Social Relations H. Understanding and expressing feelings	SOCIAL/EMOTIONAL DEVELOPMENT: Sense of Self 3. Recognizes own feelings and manages them appropriately. SOCIAL/EMOTIONAL DEVELOPMENT: Responsibility for Self and Others 8. Follows classroom routines 9. Follows classroom rules LANGUAGE DEVELOPMENT Listening and Speaking 39. Expresses self using words and expanded sentences	PERSONAL AND SOCIAL DEVELOPMENT: Self-Control <ul style="list-style-type: none"> Follows simple classroom rules and routines with guidance. Begins to use classroom materials carefully. Manages transitions. Shows empathy and caring for others.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
9.3 Relationships with Caregivers Children relate positively to caregivers who work with them.	DOMAIN: Social and Emotional Development DOMAIN ELEMENT: Social Relationships <ul style="list-style-type: none"> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. 	II. Social Relations E. Relating to adults	SOCIAL/EMOTIONAL DEVELOPMENT: Sense of Self 2. Demonstrates appropriate trust in adults	PERSONAL AND SOCIAL DEVELOPMENT: Interaction with others <ul style="list-style-type: none"> Interacts with familiar adults. PERSONAL AND SOCIAL DEVELOPMENT: Social problem-solving <ul style="list-style-type: none"> Seeks adult help when needed to resolve conflicts.
9.4 Peer Interactions Children develop the ability to interact with peers respectfully, and to form positive peer relationships.	DOMAIN: Social and Emotional Development DOMAIN ELEMENT: Cooperation <ul style="list-style-type: none"> Increases abilities to sustain interactions with peers by helping, sharing, and discussion. Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive. DOMAIN: Social and Emotional Development DOMAIN ELEMENT: Social Relationships <ul style="list-style-type: none"> Shows progress in developing friendships with peers. Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others. 	II. Social Relations F. Relating to other children G. Resolving interpersonal conflict	SOCIAL/EMOTIONAL DEVELOPMENT: Prosocial Behavior 10. Plays well with other children 11. Recognizes the feelings of others and responds appropriately 12. Shares and respects the rights of others 13. Uses thinking skills to resolve conflicts LANGUAGE DEVELOPMENT Listening and Speaking 39. Expresses self using words and expanded sentences	PERSONAL AND SOCIAL DEVELOPMENT: Interaction with others <ul style="list-style-type: none"> Interacts with one or more children. Interacts with familiar adults. Participates in the group life of the class. Shows empathy and caring for others.

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<p>9.5 Awareness of Community</p> <p>Children have an increasing awareness of belonging to a family, community, culture and program.</p>	<p>DOMAIN: Social and Emotional Development</p> <p>DOMAIN ELEMENT: Knowledge of Families and Communities</p> <ul style="list-style-type: none"> • Develops ability to identify personal characteristics including gender and family composition. • Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. • Develops growing awareness of jobs and what is required to perform them. • Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community. 		<p>SOCIAL/EMOTIONAL DEVELOPMENT: Responsibility for Self and Others</p> <p>7. Respects and cares for classroom environment and materials</p>	<p>SOCIAL STUDIES: People, past and present</p> <ul style="list-style-type: none"> • Identifies similarities and differences in personal and family characteristics. <p>SOCIAL STUDIES: Human interdependence</p> <ul style="list-style-type: none"> • Begins to understand family needs, roles and relationships • Describes some people's jobs and what is required to perform them. • Begins to be aware of technology and how it affects their lives. <p>SOCIAL STUDIES: Citizenship and government</p> <ul style="list-style-type: none"> • Demonstrates awareness of rules • Shows awareness of what it means to be a leader. <p>SOCIAL STUDIES: People and where they live</p> <ul style="list-style-type: none"> • Describes the location of things in the environment.

Area 10: Communication, Language, and Literacy

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	Curriculum-based Assessments		
		High/Scope® Child Observation Category	The Creative Curriculum® Developmental Continuum for Ages 3 to 5	Work Sampling System® Curriculum Areas
10.1 Language Understanding and Use Children understand and use communication and language for a variety of purposes.	DOMAIN: Language Development DOMAIN ELEMENTS: Listening and Understanding <ul style="list-style-type: none"> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. Shows progress in understanding and following simple and multiple-step directions. Understands an increasingly complex and varied vocabulary. For non-English-speaking children, progresses in listening to and understanding English. Speaking and Communicating <ul style="list-style-type: none"> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes. Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. Uses an increasingly complex and varied spoken vocabulary. Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. For non-English-speaking children, progresses in speaking English. 	I. Initiative A. Making choices and plans II. Social Relations H. Understanding and expressing feelings V. Language and Literacy Q. Listening to and understanding speech R. Using vocabulary S. Using complex patterns of speech VI. Math and Science CC. Identifying position and direction DD. Identifying sequence, and causality	SOCIAL/EMOTIONAL DEVELOPMENT: Sense of Self 3. Recognizes own feelings and manages them appropriately. 4. Stands up for rights SOCIAL/EMOTIONAL DEVELOPMENT: Prosocial Behavior 13. Uses thinking skills to resolve conflicts COGNITIVE DEVELOPMENT: Logical Thinking 30. Recognizes patterns and can repeat them COGNITIVE DEVELOPMENT: Representation and Symbolic Thinking 35. Takes on pretend roles and situations LANGUAGE DEVELOPMENT Listening and Speaking 38. Hears and discriminates the sounds of language 39. Expresses self using words and expanded sentences 40. Understands and follows oral directions 41. Answers questions 42. Asks questions 43. Actively participates in conversations LANGUAGE DEVELOPMENT Reading and Writing 48. Comprehends and interprets meaning from books and other texts	LANGUAGE AND LITERACY: Listening <ul style="list-style-type: none"> Gains meaning by listening Follows two- or three-step directions LANGUAGE AND LITERACY: Speaking <ul style="list-style-type: none"> Speaks clearly enough to be understood without contextual clues. Uses expanded vocabulary and language for a variety of purposes

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
<p>10.2 Early Literacy</p> <p>Children engage in early reading experiences.</p> <p>BENCHMARKS: The child:</p> <ol style="list-style-type: none"> 1. shows an interest and enjoyment in listening to books and attempts to read familiar books. 2. displays book handling knowledge (turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover). 3. shows an awareness of environmental print. 4. identifies some alphabet letters by their shapes, especially those in his/her own name. 	<p>DOMAIN: Literacy</p> <p>DOMAIN ELEMENTS:</p> <p>Book Knowledge and Appreciation</p> <ul style="list-style-type: none"> • Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry. • Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. • Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. • Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator. 	<p>V. Language and Literacy</p> <p>T. Showing awareness of sounds in words</p> <p>U. Demonstrating knowledge about books</p> <p>V. Using letter names and sounds</p> <p>W. Reading</p>	<p>PHYSICAL DEVELOPMENT Fine Motor</p> <p>20. Coordinates eye-hand movement</p> <p>21. Uses tools for writing and drawing</p> <p>COGNITIVE DEVELOPMENT: Representation and Symbolic Thinking</p> <p>35. Takes on pretend roles and situations</p> <p>37. Makes and interprets representations</p> <p>LANGUAGE DEVELOPMENT Listening and Speaking</p> <p>38. Hears and discriminates the sounds of language</p> <p>LANGUAGE DEVELOPMENT Reading and Writing</p> <p>44. Enjoys and values reading</p> <p>45. Demonstrates understanding of print concepts</p> <p>46. Demonstrates knowledge of the alphabet</p> <p>47. Uses emerging reading skills to make meaning from print</p> <p>48. Comprehends and interprets meaning from books and other texts</p>	<p>LANGUAGE AND LITERACY: Listening</p> <ul style="list-style-type: none"> • Demonstrates phonological awareness <p>LANGUAGE AND LITERACY: Reading</p> <ul style="list-style-type: none"> • Shows appreciation for books and reading. • Shows beginning understanding of concepts about print • Begins to develop knowledge about letters • Comprehends and responds to stories read aloud.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
<p>10.2 Early Literacy (cont'd)</p> <p>5. recognizes the printed form of his/her name in a variety of contexts.</p> <p>6. demonstrates comprehension of a book.</p> <p>7. demonstrates awareness that language is made up of words, parts of words, and sounds in words.</p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Shows increasing ability to discriminate and identify sounds in spoken language. • Shows growing awareness of beginning and ending sounds of words. • Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. • Shows growing ability to hear and discriminate separate syllables in words. • Associates sounds with written words, such as awareness that different words begin with the same sound. <p>Print Awareness and Concepts</p> <ul style="list-style-type: none"> • Shows increasing awareness of print in classroom, home, and community settings. • Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. • Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. • Shows progress in recognizing the association between spoken and written words by following print as it is read aloud. • Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. 			

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
10.2 Early Literacy (cont'd)	Alphabet Knowledge <ul style="list-style-type: none"> Shows progress in associating the names of letters with their shapes and sounds. Increases in ability to notice the beginning letters in familiar words. Identifies at least 10 letters of the alphabet, especially those in their own name. Knows that letters of the alphabet are a special category of visual graphics that can be individually named. 			
10.3 Early Writing Children engage in early writing experiences.	DOMAIN: Literacy DOMAIN ELEMENT: Early Writing <ul style="list-style-type: none"> Develops understanding that writing is a way of communicating for a variety of purposes. Begins to represent stories and experiences through pictures, dictation, and in play. Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name. 	V. Language and Literacy X. Writing	COGNITIVE DEVELOPMENT: Representation and Symbolic Thinking 37. Makes and interprets representations LANGUAGE DEVELOPMENT Reading and Writing 49. Understands the purpose of writing 50. Writes letters and words	LANGUAGE AND LITERACY: Writing <ul style="list-style-type: none"> Represents ideas and stories through pictures, dictation, and play. Uses letter-like shapes, symbols and letters to convey meaning. Understands purposes of writing.

Area 11: Mathematics and Science

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	Curriculum-based Assessments		
		High/Scope® Child Observation Category	The Creative Curriculum® Developmental Continuum for Ages 3 to 5	Work Sampling System® Curriculum Areas
11.1 Comparison and Number Children understand amount, including use of numbers and counting.	DOMAIN: Mathematics DOMAIN ELEMENT: Number and Operations <ul style="list-style-type: none"> • Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. • Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. • Develops increasing ability to count in sequence to 10 and beyond. • Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. • Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to. • Develops increased abilities to combine, separate and name “how many” concrete objects. 	VI. Math and Science BB. Counting	PHYSICAL DEVELOPMENT Fine Motor 21. Uses tools for writing and drawing COGNITIVE DEVELOPMENT: Logical Thinking 33. Uses one-to-one correspondence 34. Uses numbers and counting COGNITIVE DEVELOPMENT: Representation and Symbolic Thinking 37. Makes and interprets representations	MATHEMATICAL THINKING: Number and Operations <ul style="list-style-type: none"> • Shows a beginning understanding of number and quantity.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
11.2 Patterns Children understand patterns.	DOMAIN: Mathematics DOMAIN ELEMENT: Patterns and Measurement <ul style="list-style-type: none"> Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials. Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. 	VI. Math and Science Z. Identifying patterns DD. Identifying sequence, change and causality	COGNITIVE DEVELOPMENT: Logical Thinking 29. Arranges objects in a series 30. Recognizes patterns and can repeat them 31. Shows awareness of time concepts and sequence	MATHEMATICAL THINKING: Patterns, relationships and functions <ul style="list-style-type: none"> Sorts objects into subgroups that vary by one or two attributes Recognizes simple patterns and duplicates them.
11.3 Shapes and Spatial Relationships Children understand shapes and spatial relationships.	DOMAIN: Mathematics DOMAIN ELEMENT: Geometry and Spatial Sense <ul style="list-style-type: none"> Begins to recognize, describe, compare, and name common shapes, their parts and attributes. Progresses in ability to put together and take apart shapes. Begins to be able to determine whether or not two shapes are the same size and shape. Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size. Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. 	VI. Math and Science Y. Sorting objects CC. Identifying position and direction	COGNITIVE DEVELOPMENT: Logical Thinking 32. Shows awareness of position in space	MATHEMATICAL THINKING: Geometry and spatial relations <ul style="list-style-type: none"> Begins to recognize and describe the attributes of shapes. Shows an understanding of and uses several positional words.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
11.4 Scientific Reasoning Children observe, describe, and predict the world around them.	DOMAIN: Science DOMAIN ELEMENT: Scientific Knowledge <ul style="list-style-type: none"> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. Expands knowledge of and respect for their bodies and the environment. Develops growing awareness of ideas and language related to attributes of time and temperature. Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships. 	VI. Math and Science EE. Identifying materials and properties FF. Identifying natural and living things	COGNITIVE DEVELOPMENT Learning and Problem Solving 22. Observes objects and events with curiosity 25. Explores cause and effect. 27. Classifies objects 28. Compares/measures COGNITIVE DEVELOPMENT: Logical Thinking 31. Shows awareness of time concepts and sequence 32. Shows awareness of position in space	SOCIAL STUDIES: People and where they live <ul style="list-style-type: none"> Shows awareness of environment.
11.5 Scientific Problem Solving Children apply and adapt strategies to solve problems.	DOMAIN: Science DOMAIN ELEMENT: Scientific Skills and Methods <ul style="list-style-type: none"> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials. Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts. Begins to describe and discuss predictions, explanations, and generalizations based on past experiences. 	I. Initiative B. Solving problems with materials VI. Math and Science Y. Sorting objects AA. Comparing properties DD. Identifying sequence, change and causality	COGNITIVE DEVELOPMENT Learning and Problem Solving 22. Observes objects and events with curiosity 23. Approaches problems flexibly LANGUAGE DEVELOPMENT Listening and Speaking 42. Asks questions	SCIENTIFIC THINKING: Inquiry <ul style="list-style-type: none"> Asks questions and uses senses to observe and explore materials and natural phenomena. Uses simple tools and equipment for investigation Makes comparisons among objects.

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	High/Scope	Creative Curriculum	Work Sampling
11.6 Measurement Children understand comparisons and measurement.	DOMAIN: Mathematics DOMAIN ELEMENT: Number and Operations <ul style="list-style-type: none"> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to. DOMAIN: Mathematics DOMAIN ELEMENT: Patterns and Measurement <ul style="list-style-type: none"> Begins to make comparisons between several objects based on a single attribute. Shows progress in using standard and non-standard measures for length and area of objects. 	VI. Math and Science AA. Comparing properties	COGNITIVE DEVELOPMENT: Logical Thinking 27. Classifies objects 28. Compares/measures 31. Shows awareness of time concepts and sequence 33. Uses one-to-one correspondence COGNITIVE DEVELOPMENT: Representation and Symbolic Thinking 37. Makes and interprets representations	MATHEMATICAL THINKING: Patterns, relationships and functions <ul style="list-style-type: none"> Sorts objects into subgroups that vary by one or two attributes Orders, compares and describes objects according to a single attribute. Participates in measuring activities. SCIENTIFIC THINKING: Inquiry <ul style="list-style-type: none"> Makes comparisons among objects.

Area 12: Creative Arts

Iowa Preschool Early Learning Standard	Head Start Child Outcomes Framework	Curriculum-based Assessments		
		High/Scope® Child Observation Category	The Creative Curriculum® Developmental Continuum for Ages 3 to 5	Work Sampling System® Curriculum Areas
12.1 Art Children explore art through a variety of media.	DOMAIN: Creative Arts DOMAIN ELEMENT: Art <ul style="list-style-type: none"> Gains ability in using different art media and materials in a variety of ways for creative expression and representation. Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic. Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. Begins to understand and share opinions about artistic products and experiences. 	III. Creative Representation I. Making and building models J. Drawing and painting pictures	PHYSICAL DEVELOPMENT Fine Motor 21. Uses tools for writing and drawing COGNITIVE DEVELOPMENT: Logical Thinking 29. Arranges objects in a series 32. Shows awareness of position in space COGNITIVE DEVELOPMENT: Representation and Symbolic Thinking 37. Makes and interprets representations	THE ARTS: Expression and representation <ul style="list-style-type: none"> Uses a variety of art materials for tactile experience and exploration. THE ARTS: Understanding and appreciation <ul style="list-style-type: none"> Responds to artistic creations or events.

<p>12.2 Music, Rhythm, and Movement</p> <p>Children participate in a variety of music and movement experiences.</p>	<p>DOMAIN: Creative Arts DOMAIN ELEMENT: Music</p> <ul style="list-style-type: none"> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. Experiments with a variety of musical instruments. <p>Movement</p> <ul style="list-style-type: none"> Expresses through movement and dancing what is felt and heard in various musical tempos and styles. Shows growth in moving in time to different patterns of beat and rhythm in music. 	<p>IV. Movement and Music</p> <p>N. Feeling and expressing steady beat O. Moving to music P. Singing</p>	<p>PHYSICAL DEVELOPMENT Gross Motor 15. Shows balance while moving</p> <p>COGNITIVE DEVELOPMENT: Logical Thinking 30. Recognizes patterns and can repeat them 32. Shows awareness of position in space</p> <p>LANGUAGE DEVELOPMENT Listening and Speaking 38. Hears and discriminates the sounds of language</p>	<p>THE ARTS: Expression and representation</p> <ul style="list-style-type: none"> Participates in group music experiences Participates in creative movement, dance and drama.
<p>12.3 Dramatic Play</p> <p>Children engage in dramatic play experiences.</p>	<p>DOMAIN: Creative Arts DOMAIN ELEMENT: Dramatic Play</p> <ul style="list-style-type: none"> Participates in a variety of dramatic play activities that become more extended and complex. Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. 	<p>I. Initiative B. Initiating Play</p> <p>III. Creative Representation K. Pretending</p>	<p>COGNITIVE DEVELOPMENT: Representation and Symbolic Thinking 35. Takes on pretend roles and situations 36. Makes believe with objects</p>	<p>THE ARTS: Expression and representation</p> <ul style="list-style-type: none"> Participates in creative movement, dance and drama.

¹ U.S. Department of Health and Human Services, Administration on Children, Youth and Families/Head Start Bureau (2000), The Head Start Path to Positive Child Outcomes, Washington, D.C.: January, 2000. Available at <http://www.hsnrc.org/CDI/pdfs/hsoutcomespath28ppREV.pdf>.

² High/Scope Educational Research Foundation (2003) Preschool Child Observation Record (COR), Ypsilanti, MI: MI: Author. Available on-line: <http://www.highscope.org/Assessment/cor.htm>.

³ Dodge, Diane Trister, Laura Colker and Cate Heroman (2001) The Creative Curriculum Developmental Continuum for Children 3-5, Washington, DC: Teaching Strategies, Inc.

⁴ Meisels, S.J., Jablon, J.R., Marsden, D.B., Dichtelmiller, M.L., Dorfman, A.B., & Steele, D.M. (1995). The Work Sampling System: An Overview. Ann Arbor, MI: Rebus Planning Associates, Inc.